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ABSTRACT

The Career Decision-Making Program (CDM) for secondary school students consists of approximately fifty individual products which can be used as a semester course, a six-to-eight-week exploratory course, independent units, or outside of the CDM program in other career guidance activities. The CDM program has two components: (1) the Exploring Career Decision-Making (ECDM) curriculum materials and (2) the Career Information System (CIS), a comprehensive organization and management system for career information resources. The fifteen ECDM curriculum units were designed to assist students in the development of career planning and decision-making skills through a group process for individualized career exploration. Each unit is self-contained and employs a variety of materials and techniques, including filmstrips, worksheets, and hands-on activities. Utilization guides were also developed for the teacher/counselor conducting the units. The CIS component and the ECDM materials were field tested as a total unit at thirty-eight sites within sixteen states. Overall, evaluations were favorable, and revisions were made to implement the suggestions made by users during the field testing. (This document contains the final report and provides a description of CDM program development, model design, product development, field testing, evaluation plan, dissemination, and the revision of the "Dictionary of Occupational Titles." The ECDM materials are available in ERIC as CE 019 231-232; the CIS materials, CE 019 233-240; and a guide to related filmstrips, CE 019 241.) (BM)

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Appalachia Educational Laboratory

FINAL REPORT

CAREER DECISION-MAKING PROGRAM

September 1978

Conducted for

U.S. Department of Health, Education, and Welfare

Education and Work Group

National Institute of Education

by

Division of Career Guidance

Appalachia Educational Laboratory

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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David Winefordner

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CE 019 229

Final Report
Appalachia Educational Laboratory
Career Decision-Making Program

Under the Elementary and Secondary Education Act of 1965, the Appalachia Educational Laboratory (AEL) was established as one of the twenty educational research and development Labs across the United States under funding from the U.S. Office of Education. From the beginning, Laboratory program development efforts were based upon identified regional and national needs. In 1966, during the establishment of AEL, a survey of needs in the region identified school to work as a priority effort of Laboratory involvement in educational needs. Therefore, School to Work was selected as one of the three programs to be initiated by the Laboratory. These early efforts focused upon (1) diffusion of successful ideas and practices within the region, (2) training of school personnel, and (3) providing direct services to youth.

Following these initial activities, which were primarily service efforts to the region, a series of products was identified for development and the program title was changed to Vocational Guidance. These products ranged from the development and field testing of a microfilm aperture card technique for delivering occupational information, entitled "Vital Information for Education and Work" (VIEW), to video tapes depicting life styles related to occupations. The VIEW Program reached the final product stage in the form of an implementation manual which was disseminated nationally through state departments of education.

During 1971, a site review was conducted by the U.S. Office of Education

and the review panel emphasized the need for the establishment of materials development within a program structure rather than the development of unrelated materials. This was a direct change from direct services to teachers and students. Direct services necessitated ongoing efforts because of staff turnover and new students. It was also a change from products that did not interrelate to a single program structure. These recommendations were made to facilitate a concentration of one time development effort upon meeting the identified problem of school to work rather than upon direct services to people.

In 1971, an Advisory Committee was established to assist AEL in the development of a Basic Program Plan to incorporate the recommendations from the site review. This Committee consisted of State Directors of Vocational Education and Guidance, or their representatives from the States of: Alabama, Kentucky, Ohio, Pennsylvania, Tennessee, Virginia, and West Virginia; representatives of Vocational Guidance from the R & D Centers of North Carolina and Ohio; a representative from the Appalachian Regional Commission; and a representative from the Appalachia Educational Laboratory Board of Directors.

In June 1971, the first draft of the Basic Program Plan was reviewed by the Program Committee and was revised in accordance with their recommendations. The strategy of using an Advisory Committee to design and approve the Basic Program Plan was determined as a critical element in reconfirming the need for the program and gaining support for its dissemination.

The Basic Program Plan included a K-12 approach divided into three major program components; elementary, junior high, and high school. This K-12

Program was called the Career Decision-Making Program (CD-M). The Basic Program Plan was submitted to the U.S. Office of Education on April 1, 1972. This Plan was approved and program development was initiated.

During FY '72, the development efforts of the Labs and Centers were shifted from the U.S. Office of Education to the National Institute of Education (NIE), at which time the CD-M Program was assigned to the Career Education Task Force and then later to the Education and Work Group. The CD-M Program underwent a major review by NIE and a specialist panel to determine contined funding. It was decided that the CD-M Program would meet many career education needs and it was recommended for continuation. The recommendations of the Panel reduced funding levels requested which restricted FY '73 development to the secondary school component. A limited staff was employed and development efforts were started on two elements; the Career Guidance Curriculum Units and the Career Information System (CIS).

During FY '73, an extensive eight month review as made of the program design, prototype products, and the program evaluation plan. Recommendations from this review were incorporated into the Basic Program Plan, product design, development procedures and evaluation. From FY '72 through FY '76, the Secondary School Component of the Career Decision-Making Program was developed and field tested.

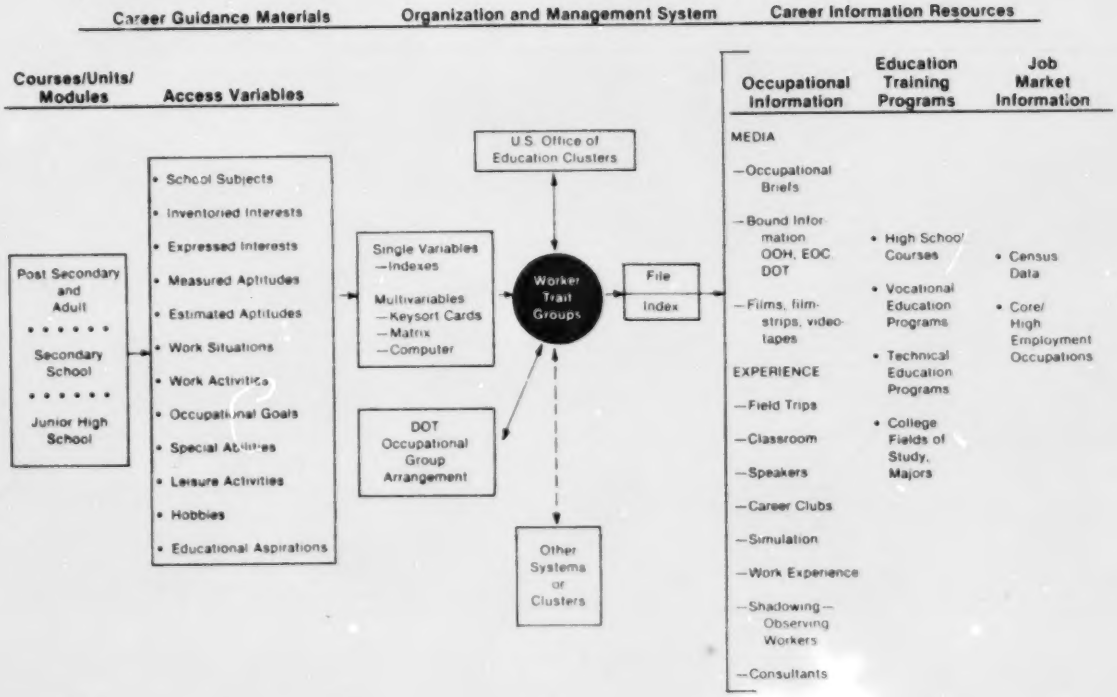
Career Decision-Making Program Model

One of the unique aspects of the Career Decision-Making Program is the basic model around which the Program has been built. This model has served

as the basis for past programmatic R & D work and will serve the same purpose during future research and development efforts of the CD-M Program.

The CD-M Program Model, below, consists of three interrelated sections: (1) Career Information Resources, (2) an Organization and Management System, and (3) Career Guidance Materials, each of which is essential to an effective career decision-making program. The Worker Trait Groups form the hub of the organization and management system, tying career information resources to career guidance materials. The Worker Trait Group Arrangement of the DOT, serving as the basic structure for program development, is incorporated into this overall model.

Career Decision-Making Program Model



Career Information System

The Career Information System functions as an organization and management system for all types of career information resources. It also has various access variables that enable an individual to gain a knowledge of self and use this knowledge in exploring the world of work.

As CIS product development was initiated, the develop-test-revise/develop cycle contributed to the materials and processes that are user verified. For CIS prototype materials development, high school students were used for testing checklists, written directions, and procedures. These students reacted to and critiqued the materials and procedures.

The next phase was the initial involvement of field test sites in a preliminary test conducted in 1972. Two secondary schools were used to test basic procedures of coding and filing occupational information and for using prototype access materials along with the first draft of the "Guide for Exploring Careers Through Worker Traits" a rewritten version of part of the Dictionary of Occupational Titles. As a result of this preliminary test, several recommendations were incorporated for improvement in procedures for the installation, operation, and maintenance of the Career Information System.

The sites for the next field test phase were selected with the assistance of the CD-M Program Advisory Committee. During the site selection process, an attempt was made to include a variety of school settings in order to test the capability of the CIS to function within numerous institutional constraints. As both testing and development proceeded, additional sites were added to include a variety of exemplary career education programs and to broaden the geographic location.

Prior to initiating each phase of field testing, a workshop was conducted for field test personnel to provide orientation to materials and procedures. Otherwise, AEL assistance was kept at a minimum so that the field test conditions would approximate as nearly as possible those conditions that would exist when materials would be available from the publisher. Each field test site was permitted to determine how the CIS and related materials would be incorporated into its career education programs. In 1973, field testing was initiated in 38 sites within 16 states.

CIS field test sites were broken into two categories comprised of 19 basic sites made up of secondary schools, part of which participated in a two year cycle of field testing and part of which were involved only one year. The remaining 19 special sites were made up of colleges and universities, a USOE Cluster Project, an Employment Service WIN Program, an Experienced Based Career Education Project, an Inner City school, an Indian Student Population, a State Career Resource Demonstration Center, a Junior High Career Resource Center, and a school using the adaptation procedures for the CIS.

To establish a line of communication between the Lab and field test sites, a newsletter was developed and mailed to each site monthly. It contained information on shipping dates of completed products, items concerning CD-M Program staff visits to sites to help in installation as well as helpful tips received on use or installation of the system so all sites could share these experiences. The newsletter also served to keep state departments of education within the region informed on program development.

Several presentations and workshops were conducted at local, regional

and national organization meetings such as APGA, AVA, and the National Career Education Forum sponsored by the National Institute of Education. The purpose of these presentations was to acquaint potential users with the CIS and to obtain their reactions and suggestions. In addition to input from these groups, the presentations and workshops also served as an initial dissemination function.

Curriculum Units

The 15 Curriculum Units were designed to assist secondary students in the development of career planning and decision-making skills through a group process for individualized career exploration. That is, although conducted in a classroom setting, each student explored the areas of the world of work that related to his or her abilities, interests, aptitudes, and other special characteristics. Each unit is self-contained and employs a variety of materials and techniques including filmstrips, worksheets, and hands-on activities. Utilization Guides were also developed for the teacher/counselor conducting the units. Although the units were designed as a semester course, many can be used independently.

In conjunction with development of the Units, a Request for Proposal was submitted to prospective developers of sound filmstrips. Based upon submitted proposals, Alron Productions, Inc. was selected for the development of filmstrips to accompany the Curriculum Units and the Career Information System.

The first eight Units were developed as prototype units in FY '73. Preliminary testing was conducted and the Units were revised for field testing. During the second semester of school year 1973-74, Units 1-8

were field tested in six of the 38 sites that were field testing the Career Information System. Based upon recommendations from the NIE Review Panel and to speed up development, consultants were employed to assist AEL staff in the development of Units 9-15. After development of these Units, they were preliminary tested and revised. During school year 1974-75, the fifteen Units and the Career Information System were field tested as a total component.

Evaluation

During FY 1972-73, a draft of a Program Evaluation Plan was developed for the Career Decision-Making Program. An external Evaluation Advisory Committee was established for the purpose of reviewing the evaluation plan and to serve in an advisory capacity on an on-going basis. This committee consisted of: Dr. Mary Ann MacDougall, University of Virginia; Dr. Roger Myers, Columbia University; Dr. John Nesselroade, Pennsylvania State University; Dr. Jerry Walker, Center for Vocational and Technical Education, Ohio State University.

In addition to the external advisory committee, the AEL Director of Evaluation provided overall supervision of program evaluation. A full time evaluation staff member was assigned to the Program to assist with formative evaluation activities and to develop and direct the summative evaluation activities.

Career Information System

Since the CIS is a support system for career education programs, evaluation activities focused on the capability of the System to function satisfactorily in meeting institutional and student needs. During the 1973-74

field test phase, evaluation focused upon the installation of the System. Data collected included the amount of time needed to set-up the filing system; the ability of school personnel to follow indexing and filing procedures; personnel used; and how the installation compared with prior systems.

Results from this phase of field testing were:

1. Installation time was computed in terms of person-hours with the average installation time being 130 hours. This reflected work involved in setting up the Worker Trait Group Vertical File, the Alphabetical Card File, and the File Content Notebook and processing approximately 1,200 briefs into the system.

2. Ability of personnel to use the filing and indexing procedures was successful and included suggestions for revision.

3. Personnel used included students for installation of the system with the person responsible doing the supervising. This method of installation seemed to be the most valuable.

4. Some systems had no other CIS as a basis for comparison with the AEL Career Information System. Where a comparative system was available, it was found that the AEL Career Information System was slightly more complex, but site personnel indicated that the extra time and effort in setting up the AEL System was worthwhile.

During the 1974-75 field test, evaluation focused upon utilization and maintenance of the System. As part of this evaluation, each site completed a Midyear Report for the purpose of indicating the materials used, problems encountered, and other specific comments and suggestions. At the end of the school year, selected sites were visited for the purpose of reviewing accuracy of installation, maintenance procedures, and the utilization of the CIS materials. In addition, each site completed an End-of-Year Report providing more detailed information than the Midyear Report.

Results from the field testing of utilization and maintenance showed that initial use of the CIS depended upon the structure of the existing career education program or activities and the initiative of the counselor/CIS

coordinator to get it into the classroom. Findings for the initial maintenance activities indicate that a variety of procedures may be used to maintain the CIS. The type of procedure established is individualized, depending on facilities, personnel, and CIS materials used.

In July, 1975, a detailed evaluation report, "Evaluation Report of the Career Information System: AEL Technical Report No. 55," was completed and submitted to the National Institute of Education.

Curriculum Units

Revision of materials, based upon formative evaluation, occurred on a day to day basis. For example, filmstrips used with each Unit were tested before they were used with other Unit materials, and prior to testing the Units as a group in order to determine if they met performance standards and criteria for media established by the National Vocational Guidance Association.

Instruments were designed to measure the effectiveness of each Unit. The information obtained from the instruments was used formatively to revise the Units and summatively to produce a battery of instruments to measure the effectiveness of the Units when they were in the final stages of development.

The purpose of the 1973-74 field test was to assess performance of the first eight Units developed. Field testing was conducted in six sites which were also participating as Career Information System field test sites. Treatments were assessed through pretests and postests. There were three treatment groups: (1) the Unit group, which was exposed to both the Career Information System and the Units; (2) The CIS-Only Group, which had exposure to the CIS in the context of guidance activities to be arranged by the counselor at the school; and (3) the Control Group, where there was no

intervention by the CD-M Program.

Results indicated that the first eight Units changed student attitudes toward career choice. In addition, teachers' feedback to program developers was very positive. A report of this partial field test was submitted to the National Institute of Education entitled "Summative Evaluation Report 1973-74 Field Test of Career Decision-Making Program: Technical Report #49."

In the 1974-75 field test, there were six treatments to be compared: (1) a partial CD-M Program administered over a school year, (2) the full CD-M Program in a semester-length course, (3) a high school's mini-course, (4) an in-depth version of the mini-course, (5) a school incorporating the CIS materials in its own guidance program, and (6) a control condition, in which no career guidance effort was carried out.

One measure of student performance was a structured interview, developed by CD-M Program staff and conducted both pre-and post-treatment. Interviews were also conducted with teachers/counselors who participated in the Program. Both the student interviews and the counselor/teacher interviews were conducted at the schools by AEL personnel. Interviews were scheduled and held as close to the completion of the CD-M experience as possible with all of the counselors/teachers who implemented the CD-M Program. Student interviews were scheduled for the same time. All interviews were recorded on audio tape, then transcribed and analyzed.

The pre-CD-M treatment interviews were conducted at the end of the fall semester with 19 students from three schools. The students were selected by their counselors, who were asked to try to obtain a representative sample. Post-treatment interviews were conducted with a sample of 32 students from

three schools. Ten students from the pre-CD-M interview were available for the post-CD-M interview.

At all but one site, two interviewers questioned the counselor/teacher jointly. At two sites, where more than one counselor was involved, the counselors were interviewed together. Respondents' elaborations on the questions were recorded along with tallied responses. Each school was given one tally, though comments were taken from all of its counselors/teachers. Three sites used teachers, the other three had one, two, or three counselors involved in the course.

Questions were directed to a wide range of information and were often quite specific. Responses were varied. The data, therfore, were difficult to reduce to a few simple statements, however, some inferences could be drawn from the interview responses. One notable characteristic of the responses was that they included negative feedback. There was no suggestion that counselor/teachers felt constrained to overstate the strengths of the program, or understate its weaknesses.

Questions were grouped roughly into four areas: concepts, content, presentation, and administration. The concepts section dealt with the underlying principles the program sought to convey. Most counselors/teachers felt that the students' concept of career had been broadened. The concept of career presented was seen as useful for students, and as making more sense than the idea of career as an occupation or a series of occupations. In the counselors/teachers' view, the decision-making process helped students to see that there can be more than one alternative. A less explicit principle of the program was that minorities and women should be shown as

full participants in all phases of career activity. Most field test sites reported that they felt the materials were neither biased nor stereotyped, and provided a realistic approach to career development. It was felt that the course helped students in such ways as broadening their horizons, making them more aware of what was around them, giving them more alternatives, and helping them appreciate people for what they are doing.

Questions relating to content focused on suggestions for deletions, additions, combinations, resequencing and reformatting. Several suggestions were made for combining Units, and most felt the filmstrips and the keysort cards were outstanding. The utilization guide was satisfactory, and the teachers/counselors felt that the extra cost of including student materials in the guide was justified.

Questions relating to presentation were concerned with the activities themselves, testing, and qualifications for teaching the course. It was reported that the activities which worked best were group activities, particularly those for small groups. Several of the schools added field trips to the program, two added guest speakers, and one used other career related filmstrips. Several administered the Ohio Vocational Interest Survey and one used the General Aptitude Test Battery. Both teachers and counselors were used to teach the class.

The administration interview questions related to student selection, course adoption, and scheduling. Selection procedures differed ranging from all volunteer students, to all assigned, to mixed. All students received credit for the course. The counselors/teachers felt that the course should

be one semester, that it should be required for all students, and indicated they would recommend that the CD-M Program be adopted by their schools.

Evaluation results on the Units are reported in AEL Technical Report No. 54 "Summative Evaluation Report 1974-75 Field Test of the Career Decision-Making Program" which was submitted to the National Institute of Education.

Dissemination

In planning the dissemination of the Career Decision-Making Program, great emphasis was placed on the involvement of strategic groups of people who had been involved in the development of the Program. This gave the Program high visibility, created an awareness and receptivity, and assured that those in a position to influence adoption of the program's products would give them consideration.

After careful consideration of alternatives it was decided, in an early stage of program development, that dissemination of products for the CD-M Program could best be accomplished through a commercial publisher. It was also decided that early identification of the publisher would be made to allow initiation of diffusion efforts during the final stages of product development and field testing. Therefore, publishers were kept abreast of progress. Special workshops and meetings were conducted for publishers and some publishers sat in on the workshops for potential users.

The general procedure typically used for identifying a publisher for government developed projects was modified for the Career Decision-Making Program. Through discussions with other development agencies and publishers,

several concerns were identified. These mainly related to the short timeline for RFPs and how to interest publishers. To help alleviate these concerns, the following strategy was developed for selection of a publisher for the CD-M Program:

1. A review was made of the publishers exhibiting career education materials at the 1974 APGA Convention. Ten major publishers were identified. Of the ten, eight had previously attended presentations by CD-M staff at national and regional meetings and/or had contacted AEL relative to their interest.

2. At the National Forum on Career Education and at APGA (March 20-26, 1975), meetings were held with eight publishers. Follow-up activities were conducted with each interested publisher to meet their informational needs in responding to an RFP.

3. The Publishers Alert Service was used for notification of all publishers. Briefing sessions for each interested publisher were held at AEL and individualized follow-up was made so that all received the same opportunity to obtain information needed for RFP response.

4. A CD-M materials review package was made available for a two-week period to those publishers seriously interested in responding to the RFP.

With the above strategy implemented, the Publishers Alert announcement appeared in June 1975. The RFP was available in June with an August 15 deadline for submission. A special publishers' selection committee was established consisting of Dr. Robert Hoppock, Dr. Carl McDaniels, and the Program Director, Mr. David Winefordner. After careful consideration, the committee selected McKnight Publishing Company of Bloomington, Illinois, as the publisher. The selection process was completed in September, 1975. Although McKnight was the successful bidder, AEL holds the copyright on all products for the first eight years at which time it becomes public domain.

With field testing completed, all products underwent extensive review and revision by the Career Decision-Making Program staff in cooperation with the publisher. Since the structure of the CD-M Program is based upon the

Dictionary of Occupational Titles, publication of some products was delayed awaiting data needed from the newly revised DOT.

With the final publication of products, dissemination activities continued with state, regional, and national workshops. Presentations were conducted by CD-M Program staff as well as by McKnight staff. To help the publisher's sales force prepare for dissemination of products, CD-M staff conducted two separate workshops and in addition has cooperated with McKnight sales representatives on an individual basis in their personal territories.

Dictionary of Occupational Titles Revision

The National Institute of Education/Appalachia Educational Laboratory Career Decision-Making Program development effort has been highly successful and has demonstrated that the world of work structure and concepts developed by the Department of Labor are appropriate for use within secondary school career guidance programs. As a result of the successful development of the Career Decision-Making Program, the Department of Labor requested AEL, through NIE, to assist in the revision of the Dictionary of Occupational Titles (DOT). The Worker Trait Group classification structure of the Third Edition DOT, was separated from other DOT structures and a decision was made to publish it as a separate volume entitled "Guide for Occupational Exploration" and to be patterned after the AEL Worker Trait Group Guide. AEL representatives served on consultative groups that the Department of Labor used for critiquing, developing format, and directions for the revision. The CD-M Program work of AEL had a direct influence over the format and user audience.

The contract between NIE/DOL was written to run from June 1976 through December 1976. DOL provided AEL the data to prepare the written narrative at a level suitable for the average USES client and for use in educational settings. Permission was granted for AEL to use the data in the revision of CD-M and CIS materials to accommodate the Fourth Edition DOT changes.

Although the project was to end in December, 1976, the data were not completed and in the computer until December, 1977. Problems were encountered with instability of the occupational groups, frequent changes were requested by DOL in the content and format of group descriptions, and many changes were made in the assignment of occupations to groups.

The original plans called for AEL to submit a draft of each work group for DOL critique before preparation of final copy. AEL delivered final copy to DOL shortly after the contract completion date. However, AEL involvement did not end at this point because the groups were not finalized. AEL continued to assist DOL in order to expedite completion of the DOL publication because this information was needed to revise the CD-M Program materials prior to publication.

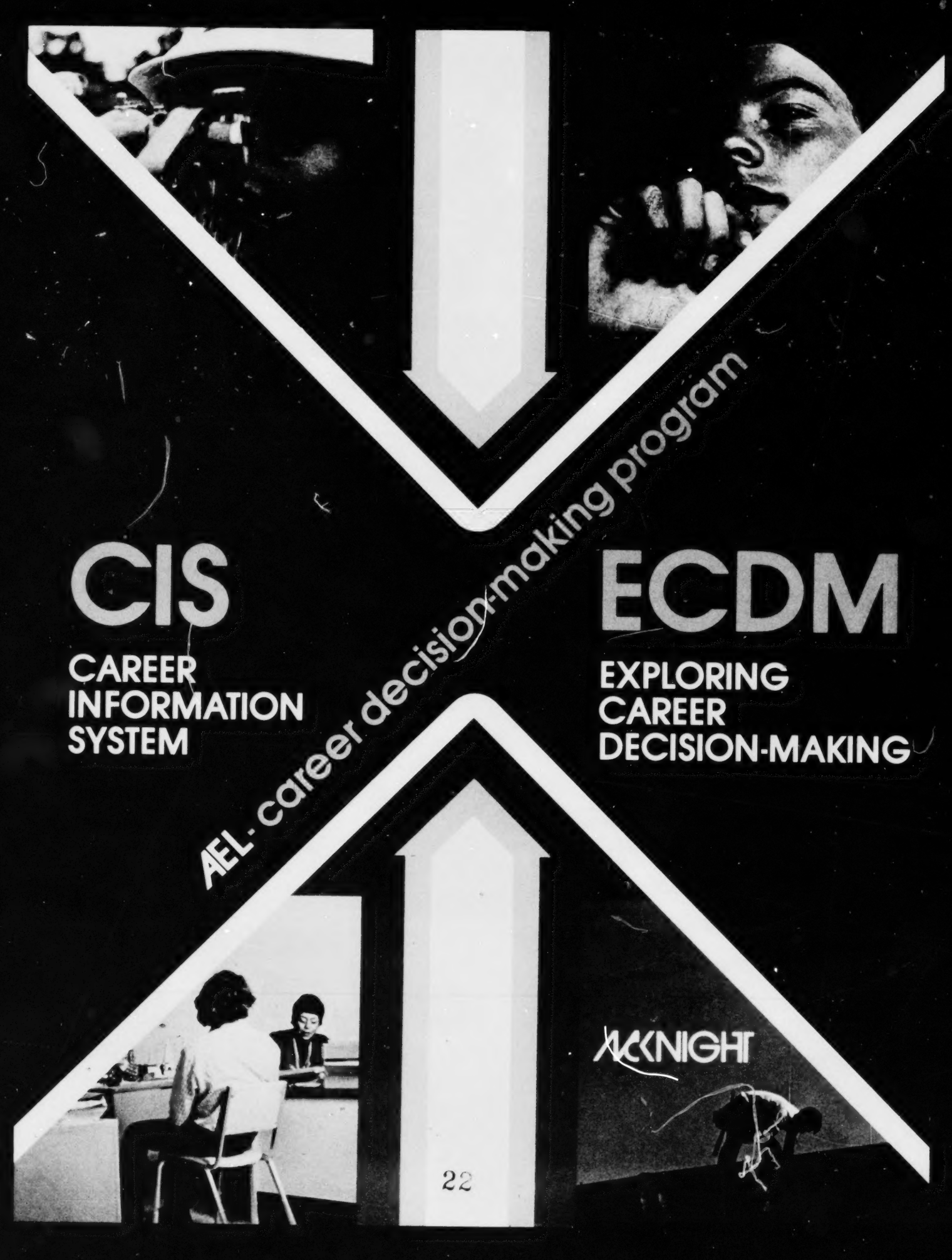
The date projected for publication is fall, 1978. Thus, the published CD-M Program materials and the revised DOT, Fourth Edition, will be tied together and can be used together in a variety of manpower programs of the Department of Labor as well as in educational settings. This joint effort is a vital link in combining major national programs, materials, and services to assist youth and adults in making knowledgeable career decisions.

Career Decision-Making Program Products

The Career Decision-Making Program for secondary school students consists of approximately fifty individual products which can be used as a semester course, a 6-8 week exploratory unit, as independent modules, or may be used independently of the Program in other career guidance activities. Copies of all products are submitted with this report to the National Institute of Education. A Career Decision-Making Program brochure listing all products, prices, and ordering information is included as Appendix A of this Report.

Appendix A

Career Decision-Making Program Brochure


CIS
CAREER
INFORMATION
SYSTEM
AEL- career decision-making program
ECDM
EXPLORING
CAREER
DECISION-MAKING
ACKNIGHT

AEL CAREER DECISION-MAKING PROGRAM

provides you and your students the two necessary ingredients for effective and lasting career guidance

EXPLORING CAREER DECISION-MAKING (ECDM)

A classroom program providing activities for individualized career exploration, and the development of career planning and decision-making skills. . . .

CAREER INFORMATION SYSTEM (CIS)

A comprehensive organization and management system for career information resources. Orientation and access materials are included as part of the system to assist students in exploring the world of work in relation to their interests, aptitudes, and other characteristics. . . . .

Developed by the Appalachia Educational Laboratory under a grant from the Education and Work Group of the National Institute of Education

A carefully researched, thoroughly tested program

The AEL Career Decision-Making Program was developed to meet the critical educational need of student transition from school to work . . . a major concern of the Education and Work Group of the National Institute of Education (NIE) since its beginning.

Over the past five years, the program followed a rigorous cycle of research, development, field testing, evaluation, and revision by the Appalachia Educational Laboratory, Charleston, West Virginia.

The basic program plan was designed under the aegis of an advisory committee including state directors of vocational education and guidance. Some forty sites in sixteen states assisted in field testing the program prior to its publication nationally.

Program concepts may be used to view changing work environment and occupational opportunities

It is projected that many of today's high school students will work in an average of ten different occupations — *some of which do not yet exist!* Similarly, many present occupations will disappear or undergo drastic changes in the years ahead. Therefore, the AEL CAREER DECISION-MAKING PROGRAM concerns itself with helping students learn, not *what* to choose, but *how* to choose, because growth and change must be allowed for in the individual as well as in the world of work.

THE AEL CAREER DECISION-MAKING PROGRAM WILL HELP YOUR STUDENTS:

1. Identify career activities, values, and goals — and recognize that career is one means of moving toward life goals.
2. Use self-exploration and occupational exploration in shaping careers.
3. Develop decision-making abilities.
4. Relate personal characteristics to occupations in order to identify and evaluate career alternatives.
5. Be aware of major influences affecting career decisions.
6. See ways in which society and self interact through career.
7. Develop the ability to manage the variables involved in shaping a career.

David W. Winefordner

David W. Winefordner
Director
Division of Career Guidance
Appalachia Educational Laboratory

The concept of career, as we have approached it in the AEL Career Decision-Making Program, encompasses far more then just occupational choice. Leisure pursuits, community involvement—total personal development—these are what we consider to be integral parts of one's career.

The focus of the program is directed toward helping individuals develop career exploration and decision-making skills. In addition, we believe it will help them to deal more effectively with all their important life decisions, now, and in the future.

Ivan Charner

Ivan Charner
Research Associate
Education and Work Group
National Institute of Education

The Career Decision-Making Program is a landmark effort aimed at meeting the critical career related needs of students in secondary schools. We at NIE have been fortunate to work with the staff of the Division of Career Guidance at the Appalachia Educational Laboratory on the development of the program and to have the McKnight Publishing Company join us in the dissemination of the program. The cooperation among the three parties has resulted in a program which can have immediate impact on students' educational decisions and longer term impact on their career planning.

The AEL Career Decis

Brings together the individual and information

Career exploration requires the integrating of two processes: self-exploration and occupational exploration. The information necessary for self-exploration *can*, with the proper materials and a minimum of guidance, be compiled and analyzed.

Although there is a wealth of occupational information in varying forms (print, audio-visual, experiential) and directed to varying levels (awareness, orientation, exploration, preparation, placement) it is rarely available for easy access and meaningful use.

The AEL Career Decision-Making classroom program provides a structure within which individuals can integrate the processes of self-exploration and occupational exploration. The Career Information System can incorporate all forms of occupational information which can be reached through individual's interests, abilities, and other factors.

WORKER TRAIT GROUP APPROACH: A MEANINGFUL AND FLEXIBLE LINK BETWEEN THE INDIVIDUAL AND OCCUPATIONAL INFORMATION

Some of the most common ways of grouping occupations are by

See order form on page 11.

ion-Making Program

about the world of work. . . in a meaningful way

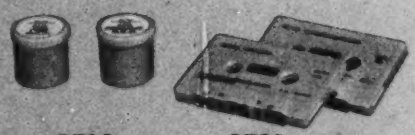
products or services provided, processes or materials used, type of work performed, industry designations, and worker qualifications. Since meaningful career exploration should focus upon the individual, AEL decided that the most appropriate clustering system was the one based upon worker characteristics. This clustering structure is one of the occupational classification systems developed by the U.S. Department of Labor and included as part of the *Dictionary of Occupational Titles, Third Edition,* published in 1965. (The newly-revised Fourth Edition of the DOT has recently been completed; the AEL Career Decision-Making Program has incorporated the changes made in this revision.)

The Worker Trait Group arrangement used in the DOT consists of homogeneous clusters of occupations requiring similar worker characteristics. Access variables such as interests and aptitudes can be appropriately linked to worker characteristics since they provide a personal dimension to the world of work. The Worker Trait Groups were selected as the grouping structure of the AEL Career Decision-Making Program because they provide the most meaningful link between the individual and occupational information.

from the Dictionary of Occupational Titles prepared by the U.S. Department of Labor

ORGANIZATION AND MANAGEMENT SYSTEM

Makes occupational information readily available



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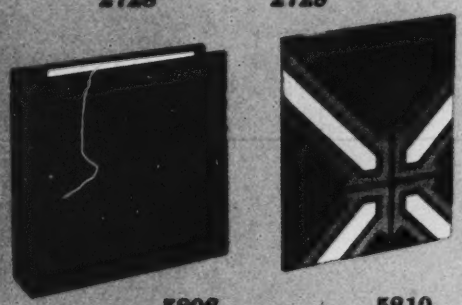

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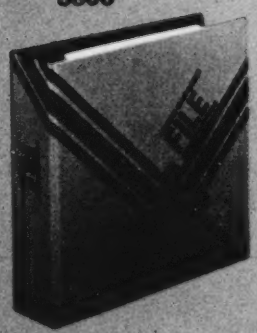

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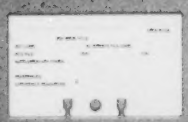


5814

WORLD OF WORK

All different types of occupational information available for exploration

MEDIA

- Occupational Briefs
- Bound Information (OOH, EOC, DOT)
- Films, filmstrips, videotapes

EXPERIENCE

- Field Trips
- Classroom
- Speakers
- Career Clubs
- Simulation
- Work Experience
- Shadowing—observing workers
- Consultants

EDUCATION TRAINING PROGRAMS

- High School Courses
- Vocational Education Programs
- Technical Education Programs
- College Fields of Study

JOB MARKET INFORMATION

- Census Data
- Core/High Employment Occupations

See order form on page 11.

EXPLORING CAREER DECISION-MAKING (ECDM)

Designed as a one-semester, group instruction course, but adaptable for differing curriculum needs

This outstanding career exploration and decision-making program strengthens the link between the guidance and counseling function of the school and its academic instruction function, allowing career planning to become a core part of the school program.

Although designed as a group process for individualized career exploration with classes presented one period a day for one semester, there are other options you can choose. It can be used in a year-long program with classes meeting three times a week, allowing you to present optional activities such as field trips and visiting speakers. Another option which is outlined in the Teacher's Edition, is a shortened course of as little as six weeks. Finally, selected units can be integrated into existing guidance programs, or even other subject areas such as social studies and language arts.

Units focus on individualized activities

Each of the 15 text units is self-contained and includes a variety of activities — role playing, discussion, pencil and paper, and hands-on experiences — designed to accommodate students at varying levels of experience and concept development. The text emphasizes *basic* concepts that will remain constant and can be used throughout a lifetime to guide the emerging and developing individual and to adapt to a changing work environment and occupational opportunities.

Encourages on-going exploration

ECDM treats career in broad perspective, and as such, helps students learn *how* to explore, stay flexible, develop transferable skills, and identify career alternatives. The program's intent is not to help students definitely select specific occupations, but encourages them to get involved in exploration and decision-making in the school as a whole, at home, and in the community, and to move from vicarious to experiential learning as they shape their careers.

Text is easy-to-read, well illustrated, avoids stereotyping

All units in the text have been tested for readability on the Flesch, Farr-Jenkins-Patterson, and Danielson-Bryan scales. The reading for all units averages 7.8 grade level.

The text is exceptionally well illustrated, with appealing frog cartoon characters illustrating many key concepts. Many photographs are also included, and there is a conscious avoidance of stereotyping of occupations by sex, race, etc.

The Teacher's Edition

This convenient reference allows teachers or counselors to effectively teach the ECDM course. The Teacher's Edition includes the complete student text, with the addition of a column of comments on the outside of each page. These comments expand or clarify the student text and include directions to be given to students, sample student responses, and optional activities for enrichment. The first section for each unit lists: major competencies; reading level; equipment and materials needed; and any necessary preplanning and preparation.

Activity Booklets

Contains materials, such as charts and checklists, to be used in some of the text activities. The Activity Booklet also serves as a record of the student's developing interests, abilities, values, and goals, and is very useful in their evaluation of career plans and alternatives.

Filmstrips/Cassettes

These highly motivating audiovisuals are used in presenting the program's basic concepts and to show how others deal with their own career development. Brief descriptions of the filmstrips/cassettes are included on page 10 of this brochure.

15 self-contained units for individualized exploration

The first four units address the central program concepts and skills of career decision-making, self-exploration, and occupational exploration. Students will use these skills throughout the program.

Unit I **Career Awareness** introduces the concept of work (productive effort—paid or unpaid) as a means to life goals. Students identify their personal goals, examine the components of career, and project potential career activities.

Unit II **Decision-Making** helps students become aware of the kinds of decisions they face and assists them in learning and using a decision-making strategy.

Unit III **Self-Exploration.** Self-exploration is introduced as a continuing process and a vital part of career exploration. Students examine themselves from three perspectives: the internal (how I see me), the external (how others see me), and the ideal (the person I want to become).

Unit IV **Occupational Exploration** presents the process of locating and evaluating occupational information and how to evaluate it for accuracy, completeness, bias, and stereotyping. Students are introduced to the school's career information system as a source for occupational information.

Units 5 through 10 provide students experiences in exploring Worker Trait Groups and specific occupations in terms of their personal characteristics.

Unit V **Interests** centers on the identification and development of personal interests. Students identify and explore areas of the world of work and groups of occupations chosen on the basis of preferred interests.

Unit VI **Work Activities** orients students to the basic types of work activities. Students identify their preferences and explore related groups of occupations.

Unit VII **Work Situations** introduces the types of situations to which workers must adapt. Students identify their preferences and explore related groups of occupations.

Unit VIII **Credentials and Competencies** helps students relate school activities and subjects to the requirements — formal, legal, and functional — of career activities and occupations.

Unit IX **Aptitudes** presents the concept of aptitude as the quickness and ease with which one can learn to do something. Students examine their own aptitudes and relate them to the aptitudes of workers in their preferred groups of occupations.

Unit X **Working** presents the concept of the work setting as an interaction of the worker with his or her physical and social surroundings. Students identify their capacity to adapt to working conditions and physical demands associated with groups of occupations.

In Units 11 through 13, students examine major social, environmental, and economic influences on career.

Unit XI **Career and Leisure** helps students understand the relationship of career and leisure activities, and project their future leisure activities.

Unit XII **Economic Influences** presents major economic concepts affecting occupational activity and lifestyle. As one of the activities in this unit, students compute the income necessary for their preferred lifestyles and identify resources necessary and available.

Unit XIII **Social and Family Influences** helps students become more conscious of the family and social factors that influence their career decisions.

The final two units, 14 and 15, help students utilize exploration and decision-making skills in developing or clarifying career plans, including tentative occupational choices.

Unit XIV **Career Planning** helps students formulate a tentative career plan through which they can meet their goals. This plan includes alternate routes to their goals.

Unit XV **Your Future** helps students build skills in applying and interviewing for jobs. Finally, they reexamine their career plans in light of a rapidly changing world.

Concluding the text are three appendices to which students will have occasion to refer in several of the above units.

Appendix A Includes information on how to use the Career Information System, a School Subject — Worker Trait Group Chart, Aptitude and Physical Environment Indices, and Instructions for Using the Keysort Deck (see p. 9).

Appendix B Contains the Worker Trait Group Digest which briefly describes twelve general areas of work and groups of occupations in each area.

Appendix C A complete index of the key terms used throughout the fifteen units.

Opening each unit of the ECDM text you will find:

INTRODUCTION — explains what the unit is about and relates it to the general theme of career decision-making.

OVERVIEW — tells the students what they will do in the unit, how they will do it, why, and what they can expect to learn.

KEY TERMS — describes the exact meaning of key terms as applied to this program.

MAJOR CONCEPTS — lists the ideas communicated in the unit.

ACTIVITIES — presents at least one activity that gives students the opportunity to use each major concept.

SUMMARY — reviews important points in the unit helps students prepare for future units.

See order form on page 11.

THE CAREER INFORMATION SYSTEM (CIS)

Coordinated components provide a comprehensive system for organizing, indexing, and filing career information resources for ready access by students, teachers, and counselors

The CIS structure and components provide the important link between the individual's understanding of self and the world of work, and the body of occupational information needed for career exploration and preparation.

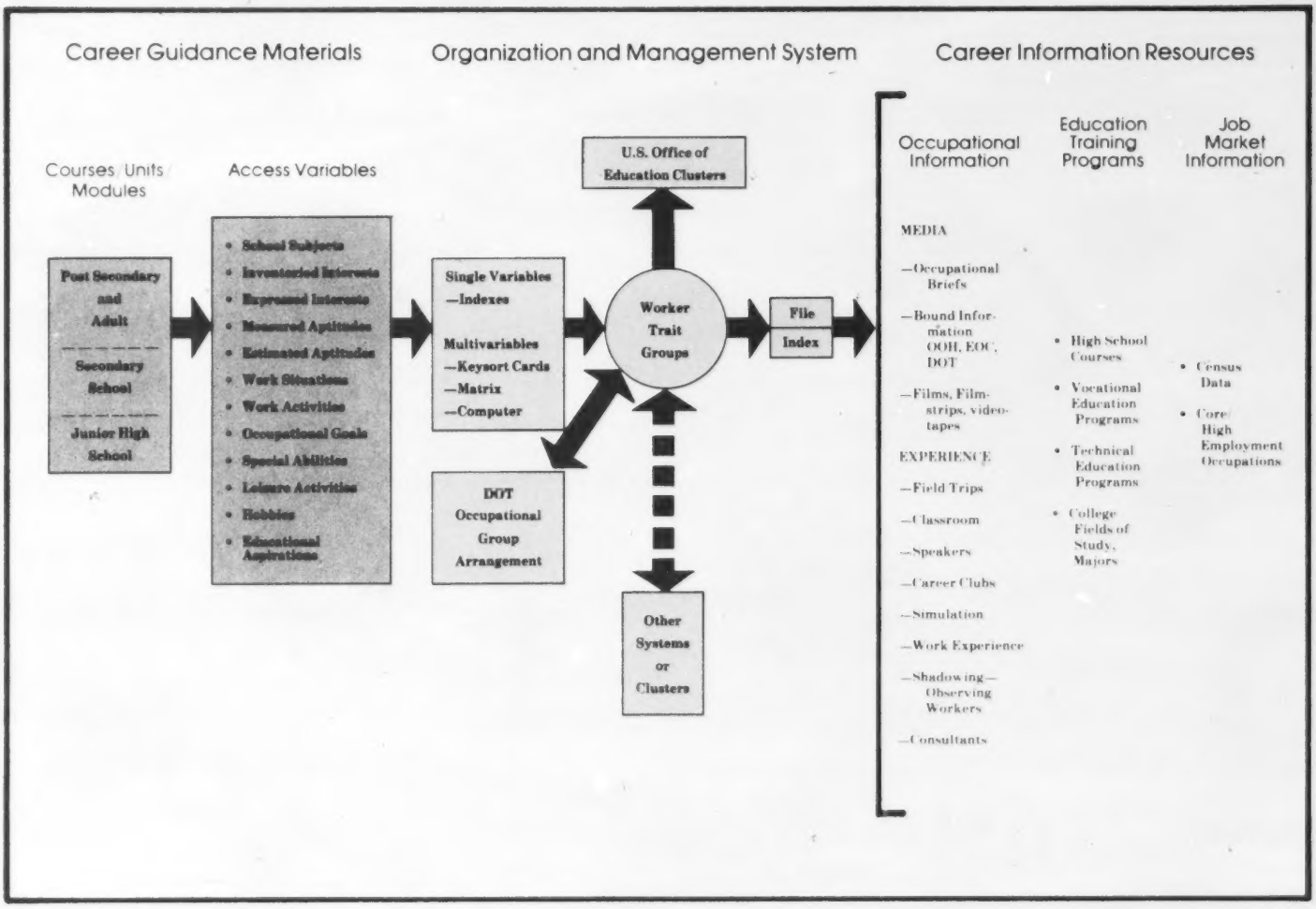
CIS uses the Worker Trait Group approach to organize career information resources. Based on the *Dictionary of Occupational Titles*, the system provides access to information on approximately 13,000 distinct occupations identified by the U.S. Department of Labor.

By grouping the information by Worker Trait Groups, students can explore occupations based upon what they know about themselves — their interests, abilities, and values.

All types of information and other filing systems can be merged into CIS — and the system can be easily converted to computer retrieval.

The Career Information System provides for the organization of all available career information resources — print, audiovisuals, speakers, work experience sites, bound publications — into a common system for easy access. In addition, other clustering systems can be linked through the CIS. The system can also be readily converted to computer processing.

CAREER INFORMATION SYSTEM MODEL



MATERIALS FOR ORGANIZING AND MANAGING THE CAREER INFORMATION SYSTEM

CIS PROFESSIONAL MANUAL (Item 5806)
This detailed manual, in a 3-ring binder, provides complete instructions for setting up the Career Information System and utilizing the various components. It includes directions for dating, coding, recording, cataloging, and filing occupational information of all kinds, including bound books, audiovisuals, and experience resources. It also contains teacher/counselor instructions for conducting the 6-9 week career exploration unit (IACE), as well as utilizing the CIS access materials as independent modules. Procedures for adapting all existing career information resources and expanding the system in the future are also provided.

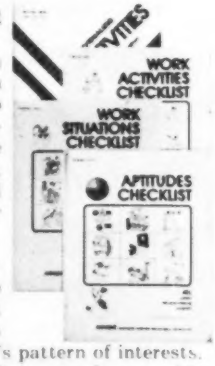
WORKER TRAIT GROUP FILE CONTENT NOTEBOOK (Item 5808)
This Notebook is a 3-ring binder containing dividers for each of the 12 areas and the 66 Groups of the new *Dictionary of Occupational Titles* and is used for listing the occupational resources filed in the CIS. Preprinted forms are provided for listing occupational briefs, bound books and audiovisual materials, and cross referencing all resources as to location.

ALPHABETICAL CARD FILE (Item 5814)
This package consists of 500 preprinted file cards (Rolodex and library punched) for setting up an alphabetical listing of all occupational titles in the CIS. Similar to a library cataloging system, the file can be used to locate a specific occupational title, the Career Area-Worker Trait Group number, as well as resources in the CIS which contain information about a particular occupation.

STUDENT GUIDE TO CIS

CAREER INFORMATION SYSTEM GUIDE (Item 5810)
The non-consumable CIS Guide brings together a variety of useful materials, providing a reference for student use. Students use this Guide to follow orientation sessions, complete checklists, and use the other CIS components.

MATERIALS FOR EXPLORING SELF IN RELATION TO WORK



INDIVIDUALIZED ACTIVITIES FOR CAREER EXPLORATION (IACE) (Item 5816)
These consumable student booklets provide a shortened 6-9 week course in career exploration (for group or individual use) for schools that do not use the complete Exploring Career Decision-Making course. The IACE focuses upon the career exploration units of the ECDM course, i.e., assessing interests, abilities, and goals, and relating these to course selections and career decisions.

WORK ACTIVITIES CHECKLIST (Item 5811)
Each student completes this 4-page checklist to reveal preferences among the ten types of work activities and identify the Worker Trait Groups related to each work activity or to the student's pattern of interests. (This checklist is included in the 6-9 week IACE course, above, and is not needed separately if that course is provided.)

WORK SITUATIONS CHECKLIST (Item 5812)
Students use this 4-page checklist of the ten different kinds of work situations to help them identify Worker Trait Groups related to work situations they enjoy as well as those to which they feel they cannot adapt. Reveals temperaments and adaptive skills. (Not needed if IACE course, above, is provided.)

WORK APTITUDES CHECKLIST (Item 5813)
Used to help students estimate their aptitudes for the purpose of relating them to Worker Trait Groups. The aptitudes are those used in the General Aptitude Test Battery. (Not needed if IACE course, above, is provided.)

MATERIALS FOR EXPLORING OCCUPATIONS FROM PERSONAL PERSPECTIVES

WORKER TRAIT GROUP GUIDE (Item 5805)
While similar to newly-revised *Dictionary of Occupational Titles*, this Guide expands upon the information about the 12 Areas and 66 Groups. The information is rewritten for easier student use and comprehension, and photographs and illustrations are added for more appeal.

WORKER TRAIT GROUP KEYSORT DECK (Item 5817)
This highly motivating technique is used to help students identify groups of occupations related to their interests, abilities, and other personal characteristics. The Keysort Deck contains 66 cards, one for each Worker Trait Group. Printed on each card is the Area/Worker Trait Group Number, title, a brief description of the group, and a listing of occupational subgroup examples. Selected factors and a series of numbered holes are located along the outer edges of each card. A special needle is used to sort the deck of cards to identify the Worker Trait Groups related to a particular part of a factor. The Keysort Deck may be sorted to identify Worker Trait Groups related to each factor part or may be sorted to combine several parts.

Complete instructions for using the Keysort Deck to explore Worker Trait Groups in relation to selected factors, or combinations of factors, are included in the ECDM Student Text and Teacher Edition as well as the CIS Guide and Professional Manual.

WORKER TRAIT GROUP INDEX TO OCCUPATIONAL INFORMATION (Item 5807)
This index contains sections, indexed by Worker Trait Groups, with references by page number to the *Occupational Outlook Handbook* and the *Encyclopedia of Careers*. The index also contains an Experience Resources Section in which additional occupational information resources available locally can be indexed, including work experience sites, and school clubs and activities. Indexes to the OOH and the EOC are also available separately. (See order form, Page 11)

SCHOOL SUBJECT — WORKER TRAIT GROUP CHART (Item 5815)
Helps students quickly identify school subjects and Worker Trait Groups that are related. Along each side of the chart, there is a listing of 56 school subjects grouped into general subject areas, such as language, math, and science. Across the top of the Chart there are 66 columns of Worker Trait Groups. The rows and columns intersect to form a cell linking each school subject with each Worker Trait Group. If a subject and a Worker Trait Group are related, the codes A or B appear in the cell, signalling a direct or indirect relationship, respectively.

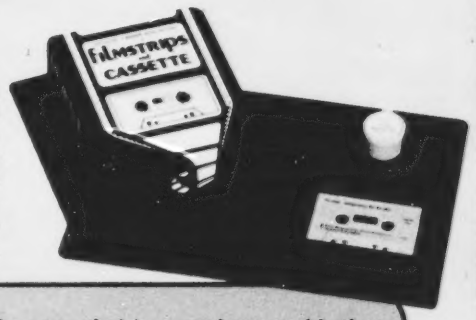
SCHOOL SUBJECT — OCCUPATION INDEX (Item 5809)
An extension of the School Subject — Worker Trait Group Chart (above), this index provides more specific information about school subject — occupations relationships. The Index links more than 2800 occupations with the 56 school subjects. These occupations represent the major national employment opportunities.

CIS FILMSTRIPS/CASSETTES

Please see next page for descriptions.

See order form on page 11.

AEL CAREER DECISION-MAKING
FILMSTRIPS/CASSETTES



These exceptional audiovisuals are indispensable for effective presentation of ECDM and CIS and can also be utilized effectively in any career guidance program. They break down occupational stereotyping by showing individuals in nonstereotyped roles. All 18 filmstrips/cassettes and the tape cassette are utilized in both ECDM and CIS to introduce key concepts. Two other packages are offered for those not using the complete ECDM or CIS programs (see order form at right) and individual filmstrip/cassette sets may be ordered for $18 per set; the tape cassette cost is $9.50. The filmstrips are full-color, 75-80 frames; the tape cassettes have inaudible advance one side, audible beeps on other side.

Career Goals Item 2713 Points out the common needs of all people and the individual goals or tastes of each person. Short term goals, long term goals, influences on these goals, how goals change as a person matures are among topics covered. How individuals can meet their goals through work—from early childhood to old age — completes the filmstrip.

Decision-Making, Part I Item 2714 This follows George (a teen) through a carnival to a fortune teller who has George see in a crystal ball how different people make decisions. She then tells him about a decision-making strategy which is demonstrated by Penny (another teen).

Decision-Making, Part 2 Item 2715 The fortune teller explains the decision-making strategy in detail to Sally (a teen) by allowing her to see her own and other people's decisions in the crystal ball.

Self-Exploration: Who Will I Be? Item 2716 A young boy is confronted by masked figures representing the Values of Truth, Beauty, Justice and Love. He is left with the decision as to what he values.

A young boy is projected into mirror images of himself in various roles — student, actor, computer technologist, and older retired man. He is left thinking of all the choices he could make for his future.

Working Conditions and Physical Demands Item 2719 This filmstrip presents the varying work environments (indoor/outdoor, hot/cold, etc.), physical action (standing/crawling/kneeling, etc.), and conditions (dusty/toxic/noisy) through representative occupations.

Work Experiences Item 2724 Students discuss their plans for summer activities. Individuals relate the reasons for doing particular activities and how they might affect their futures. Also stresses their interests and values.

Economic Influences Item 2725 The cost of living, earnings of individuals and families, taxes, strikes, recessions, inflation are shown to be influences on each person's lifestyle and career. How economics might affect the decision the students make about their future include cost of education, training, marriage, etc. Highlights breaking down occupational stereotyping.

Social Influences Item 2726 A brief look at past social influences is followed by the widening choice of occupations open to all people. Looks at how family, peer groups, sex, ethnic background, and handicaps, influence career decisions. Three youths (urban Spanish/American male, suburbanite white female, and rural white male) discuss the decisions they must make and how their families and social background influence them.

Sequences in Self-Exploration Item 2727 This filmstrip is first viewed with *no narrative*, only music and visuals. There are four situations presented. The viewers are to record their impressions of what is happening in these situations and how the people in them feel. The strip is shown again with narrative to the four situations. Discussion is used to show people have different feelings, values, and attitudes.

Introduction to the Career Information System Item 2728 This strip stresses that information is needed to make decisions. That information must be organized — examples are libraries, phone book, etc. To make career decisions, students need both self and occupational information. The Career Information System provides this *link* of self information (interests, values, goals, abilities) to occupational information through such sources as the *Dictionary of Occupational Titles* (Worker Trait Groups), *Occupational Outlook Handbook*, and the *Encyclopedia of Careers*.

Using the Career Information System Item 2729 This strip gives specific directions for using the Career Information System. It follows two students as they investigate and explore occupations using the system's materials.

Creating a Career Item 2712 *Career* is defined as all work activities used as a means of meeting goals — not just paid jobs. It includes education and training, occupations, home and family, and community involvement. *Decisions* shape a career, affecting how and where one's time is spent, and with whom. They also affect standard of living. By making decisions which lead toward their goals, students gain control over their career. A National Vocational Guidance Association award winner.

Examining Your Interests Item 2717 Jim (white male teen), Cliff (black male teen), and Terry (white female teen), are followed through the strip as they examine how their interests in sports, electronics, and drafting can lead them to groups of occupations in which these interests play a part.

Work Activities Item 2718 This strip outlines with audio and visuals the 10 types of Work Activities. Very diversified occupations are shown. Students are shown that for a given type of activity, there are occupations which require similar activities.

Work Situations Item 2720 This follows Mike and Susan as they discover how attitudes and work situations can influence performance on a job. Susan's dislike of rules and Mike's dissatisfaction with routine are points brought out to teach *adaptive skills*. The varying situations workers face are demonstrated by people in varying occupations.

Credentials and Competencies: Ged Ready, Get Set, Go! Item 2721 An NVGA award-winning filmstrip. It depicts the need people have for credentials (what you should be able to do) for many purposes, including getting a job. Competencies (what you can do) are presented as *job-keeping skills*. How to develop these skills is outlined.

What are Aptitudes? Item 2722 People are different. Achievement (what you have done), Ability (what you can do), and Aptitude (what you can learn to do) are the past, present and future of the same characteristic. The filmstrip describes how Dave's knowledge of his achievement, ability, and aptitudes both in and out of school, can help him in his career decision-making. It then uses various students and their interests and school aptitudes to show how these influence their futures.

Learning About Aptitudes Item 2723 This covers *areas* of aptitudes and how they relate to career decisions. These areas are: General, Verbal, Numerical, Spatial, Form Perception, Clerical Perception, Motor Coordination, Finger Dexterity, Manual Dexterity, Eye-Hand-Foot Coordination, and Color Discrimination. By identifying their own aptitudes in these areas, students can relate them to career choices.

Tape Cassette Item 5820 Side 1 — Reproduces sounds workers are exposed to in 15 occupations. Students are to associate the sounds with occupations and become aware that noise can affect job satisfaction.

Tape Cassette Item 5820 Side 2 — Describes work tasks and social/physical surroundings of 15 occupations. Students are to write down the job they think is being described and become aware of these factors in job selection.

AEL CAREER DECISION-MAKING PROGRAM

ORDER / INFORMATION FORM

Photocopy or detach and fold as shown on back to make postage-paid reply form.

Name_____ Title_____

School_____ Address _____

City_____ State_____ Zip_____ Phone No. _____

Purchase Order #_____ ☐ Regular Billing

Item No.	Component	Page Ref.	School Price	Suggested Quantity A	B	C	D	E	F	Order Quan.	Total Cost
EXPLORING CAREER DECISION-MAKING (ECDM)											
5801	Student Text	6-7	9.40		30			0	0		
5802	Teacher Edition	6	19.95		1				1		
5803	Activity Book (Pkg. of 10)	6	8.50		3			0	1 bk		
CAREER INFORMATION SYSTEM (CIS)											
5806	CIS Professional Manual	9	12.00		0			1	1		
5808	WTG File Content Notebook	9	19.95		0			1			
5814	Alphabetical Card File (Pkg. of 500)	9	10.00		0			3			
5810	CIS Guide	9	4.50		0			5	1		
5816	Individualized Activities for Career Exploration (IACE) (Pkg. of 10)	9	6.50		0			0	1 bk		
5811	Work Activity Checklist (Pkg. of 32)	9	2.80		0			1			
5812	Work Situations Checklist (Pkg. of 32)	9	2.80		0			1			
5813	Work Aptitudes Checklist (Pkg. of 32)	9	2.80		0			1			
5817	WTG Keysort Deck (66 cards)	9	45.00		1			1			
5805	Worker Trait Group Guide	9	11.95		15			5	1		
5807	WTG Index to Occupational Information	9	6.00		1			1			
5825	WTG Index to Occupational Outlook Handbook (see 5807)	9	1.50		0			0			
5826	WTG Index to Encyclopedia of Careers (see 5807)	9	1.50		0			0			
5815	School Subject — Worker Trait Group Chart (pkg. of 6)	9	6.00		1			1			
5809	School Subject — Occupation Index	9	4.95		15			5	1		
FILMSTRIPS AND CASSETTES May be ordered singly at $18 per set; Tape Cassette (Item 5820) is $9.50. Order by Item Number. (See page 10.)											
5804	Exploring Career Decision-Making (includes all 18 filmstrip/cassette sets plus the tape cassette)	10	333.50		1			0	0		
5818	Individualized Activities for Career Exploration (IACE) (Set of 9 filmstrips/cassettes plus the tape cassette — 2713, 2717, 2718, 2720, 2721, 2722, 2723, 2728, 2729, 5820)	10	171.50		0			0	0		
5822	CIS Start-Up Package (Set of 6 filmstrips/ Cassettes plus the tape cassette — 2728, 2729, 2718, 2720, 2722, 2723, 5820)	10	117.50		0			1	0		
			TOTALS		971.45			351.85			

GRAND TOTAL_____

B. ECDM PROGRAM. All materials for conducting the one-semester ECDM program with minimum reference items from CIS for schools that do not use the complete Career Information System.

C. [illegible] CIS PROGRAM. All materials for organizing the Career Information System and conducting a 6-9 week career exploration unit.

E. CIS START-UP PROGRAM. Materials for organizing the Career Information System along with a minimum supply of reference components and orientation and assessment materials for individualized career exploration for 30 students.

F. CDM PROFESSIONAL SET. Key items from both ECDM and CIS providing a thorough professional evaluation of the Career Decision-Making Program. (Check box at right to order the set for up to 30 days' examination). (Set includes filmstrips/cassettes Numbers 2728 and 2729.)

☐ Check this box to order the Professional Set of CDM materials on 30-day approval @ $89.35 School Price

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